

The Uintah CREST Academy

At the Gardner-Morrison School

REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school Uintah CREST Academy at The				
2. Name of applicant Benchmark Charter Management (A Registered Solec3)				
3. Authorized agent Nephi Aimo				
4. Mailing address: Street, City, State, Zip 29 South State Street #314 SL, UT 84111				
5. Phone number 801-960-6124		6. Email address nbaimo@benchmarkchartermanagement.com		
7. District(s) where proposed charter school is located Uintah School District				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)				
Name	Email	Position on Board (e.g., chair, secretary)	Type of Member (e.g., parent, business)	Profession
Nephi Aimo	nbaimo@benchmarkchartermanagement.com	Chair	Business	Banking Management
Harold Roney	h.roney@yahoo.com	Treasurer	Educator	Education
Darren Beck	dbeck1964@gmail.com	—	Educator	Education
Mahina Gago	gagomahina@gmail.com	—	Educator	Education
Marvin Aimo	maimo@benchmarkchartermanagement.com	Secretary	Business	Management
Terich Toibolo	mtaibolo@yahoo.com	—	Business	Energy
9. Year school will start 2017		10. Grades served 6th - 12th		
11. Requested Enrollment				
Year 1: Grade K: _____, Grades 1-6: <u>125</u> , Grades 7-8: <u>225</u> , Grades 9-12: <u>150</u> Total: <u>500</u>				
Year 2: Grade K: _____, Grades 1-6: <u>100</u> , Grades 7-8: <u>250</u> , Grades 9-12: <u>225</u> Total: <u>575</u>				
Year 3: Grade K: _____, Grades 1-6: <u>100</u> , Grades 7-8: <u>225</u> , Grades 9-12: <u>325</u> Total: <u>650</u>				
Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA				

12. Is this proposal seeking special treatment under UCA <u>53A-1a-501.9?</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	13. Is this proposal seeking priority consideration under UCA <u>53A-1a-502.5?</u> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B). NA	

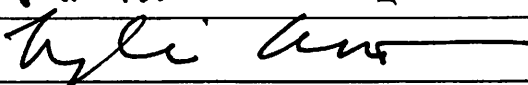
Signatures	
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent	Nephi Aiono
Signature of Authorized Agent	
Name of Charter School Board Chair (if different than Authorized Agent)	
Signature of Charter School Board Chair (if different than Authorized Agent)	

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Executive Summary

We are pursuing the creation and authorization of a public charter school that we believe will strengthen the lives of our students, their families, and the community. This by early discovery, in the sixth grade, of the students strengths, weaknesses, aspirations, goals and designing an individualized plan for them to ultimately achieving high school graduation and then pursuing their post-secondary pursuits as designed and mapped out in their individualized plans and what they have been preparing them for at our charter school the seven years they've been learning and training with us. These post-secondary opportunities may include immediate placement and employment in the workforce, U.S. military enlistment, U.S. Job Corp, technical school or enrollment in a 2-yr or 4-yr college program pursuing an associates or bachelor's degree. The goal is for all our students to successfully transition from high school and continuing to move their respective lives forward in advancement and success.

Our charter school will be implementing a proprietary program and curriculum acronym CREST:

- ❖ **C=Career**
- ❖ **R=Readiness**
- ❖ **E=Employability**
- ❖ **S=Skills**
- ❖ **T=Transition**

The programs tenets will be incorporated within the School's State mandated educational offering, including common core, creating the basis to an overall educational offering that meets our student's needs all around and progressing them forward from middle school to high school, to high school graduation, and life for them following high school.

Our School is best suited for communities with the following socio-economic demographics in particular within rural and urban inner-city communities. If the majority of the metrics noted below fall into the affirmative numerically, logically we believe we can assist the students within the community, be an effective changing and improving mechanism, and propel students forward into achievement and advancement. We believe we are a fit for families and their students in the Vernal Community:

- ❖ **High School Graduation Rates: *Below State Levels***
- ❖ **Bachelor Degree Achievement Rates: *Below State Levels***
- ❖ **Poverty Levels: *Above State Levels***
- ❖ **Homeownership Rates: *Below State Levels***
- ❖ **Hispanic Population Levels: *Above State Levels***
- ❖ **Native American Population Levels: *Above State Levels***
- ❖ **Pacific Islander Population Levels: *Above State Levels***

We look forward to your review of our charter proposal as it will elaborate further on the strengths of our School's Program and leadership and explicitly detail how we will serve and benefit students, families and the community as a whole.

Section #1: School Purpose & Goals

Vision Statement:

For our students and their respective educational experience, if there is anything of great innovation, excitement, passion, intrigue, inspiration, energy, invention, improvement, mastery, zeal and advancement we seek after these things.

Mission Statement:

To educate, train, prepare, inspire, advance, empower our students for their future lives ahead.

Utah Code 53A-1a-503:

The purposes of the Uintah CREST Academy as a whole as it relates to this Statute includes:

(1) Continuing to improve student learning, through our innovative and uniquely individualized educational plans that are tailored designed around the student's interests and goals, progression and graduation requirements, and vocational and educational pursuits following high school. Our dual CREST & Common Core Curriculum will be the basis of education in our School.

(2) Encouraging the use of different and innovative teaching methods. This our educators will achieve through various proven methods researched, studied and published by Robert Marzano's in his book titled, "Classroom instruction that works". These methods adopted by our Board includes, Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Providing appropriate homework and practice, Modeling and allowing for nonlinguistic representations, Promoting cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, Career Planning, Early Internships, and College & Career Workshops.

(3) Creating new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school. As are our students our educators will be encouraged and empowered to maximizing the learning opportunities, resources and Mission of the School.

(4) Increasing choice of learning opportunities for students. Choices, options, creativity will be hallmarks in our learning approach and delivery to our students.

(5) Providing opportunities for greater parental involvement in management decisions at the school level. We will create and foster an environment at our School that empowers parents to know they have a voice, that they can affect change in our school, in their child's educational experience, in the curriculum and programs of the School.

Foundation, Culture, School Population

The foundation blocks of our Charter School are built upon of those same concepts mentioned in our Mission and Vision Statements. We are a middle and high school seeking authorization and then being charged to finding earnest families in the Uintah Basin, recruiting their children to our school, then assessing and evaluating their needs, desires and goals. Then designing an individualized plan to meeting their educational needs, educating and training them extensively, progressing them forward towards achieving secondary educational graduation

and then having an exit transitional plan that is either vocationally or higher education based. We envision our Charter School within a 5-10 year near and mid-term window achieving high school graduation rates in the 95% levels and of this 100% of our graduates successfully placed where they have aspired based on their Individualized CREST Plans (ICP) and have work towards while at the Uintah CREST Academy. Whether that be immediately into the workforce, the military, technical school or a 4-year college program seeking a bachelor degree. Our students will leave with confidence and a Plan that continues to promote them forward in their lives. That is the purpose and focus of our CREST based program in career, readiness, employability, skills, transition.

Our Charter School's program and offering is exceptionally ideal in communities where there exist a large community of immigrants, first generation Americans, prospective first generation high school graduates, prospective first generation 2-year and 4-year higher education graduates, overall and traditionally low high school graduation rates and bachelor degree achievers, and where traditionally young adults are more likely to enter the local community workforce. The table below provides an illustration of our School's 5-year population and enrollment projections commencing with an initial grade 6-12 enrollment of 500 students and assuming a 10% growth each academic year going forward.

5-YEAR PROJECTED SCHOOL POPULATION					
GRADE	ACADEMIC YEAR				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SIXTH (6TH)	125	100	100	100	100
SEVENTH (7TH)	125	125	100	100	100
EIGHTH (8TH)	100	125	125	100	100
NINTH (9TH)	50	100	125	125	100
TENTH (10TH)	50	50	100	125	125
ELEVENTH (11TH)	25	50	50	100	125
TWELTH (12TH)	25	25	50	50	100
TOTAL ENROLLMENT:	500	575	650	700	750

Section #2: Market Analysis

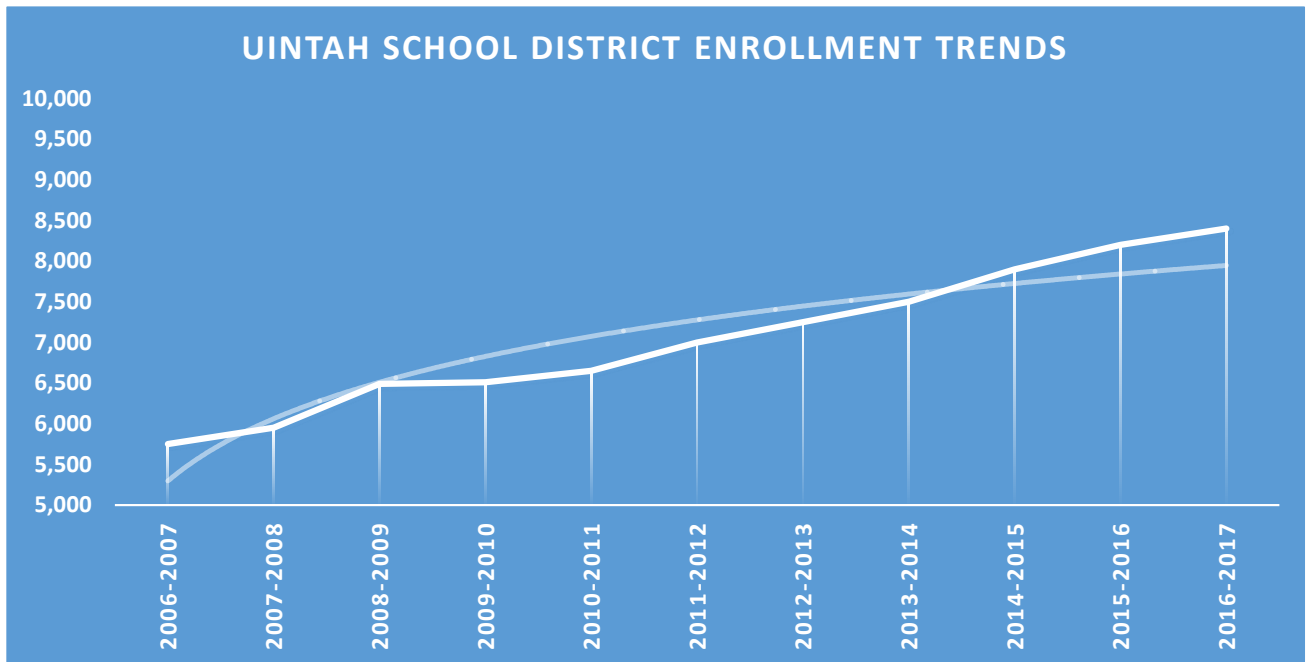
The Uintah CREST Academy will be based and located in the City of Vernal, Utah, within the jurisdictional boundaries of the Uintah School District. Current growth trends anticipate a twenty percent growth of school age students in the Uintah School District over the next four years. Based on current U.S. Census socioeconomic data and statistics-including poverty levels (16.7% vs. State avg. of 12.7%), high school graduation rates (84.7% vs. State avg. of 90.9%), Bachelor Degree achievement rates (14.9% vs. State avg. of 30.3%) , the rural location of Vernal, and the growing shale drilling industry, our School and our CREST curriculum program is ideal for this community. Currently public school options is limited to District schools, an existing charter school, the Terra Academy which commences operation in the fall of 2015 and various home-school online providers. We believe the existing District scripted instructional methodology currently being utilized in schools within the community does not meet the needs of all students, particularly those who need alternative academic methodology, delivery and practices and would benefit from “Individualized CREST Plans (ICP)” and project-based learning offered by Uintah CREST Academy. Our School’s focus on a successful transition from secondary school into adult life, over time, will improve the socioeconomic data of the community. This because our CREST curriculum ensures that each student, every one of them, that graduates from our school is “going somewhere”, is vocationally or higher education confident and prepared, has a plan that is supported and inspired by their ICP and is prepared and trained in executing this plan whether that is immediately into the workforce, the military, technical school or a 4-year college institution.

According to the Utah State Office of Education Fall Enrollment Report, Uintah School District is the sixth fastest growing district in Utah (Utah State Office of Education, 2011). The kindergarten class of 2011-2012 was 726, and the number of new kindergarteners for 2012-2013 was 785. The city of Vernal was ranked as the fifth fastest growing metropolitan area in the United States by the US Census Bureau in 2012, and ranked number ten nationally for the largest numeric increase in population. Additionally, the Census Bureau named Uintah County as the fastest growing county with a growth rate of four percent, nearly two and a half times higher than the statewide growth average of one point five percent.

In February 2012, Superintendent Mark Dockins presented growth trends since 2006 along with the projected enrollment growth through the 2016-2017 school years.

Tremendous challenges come with this kind of growth, particularly as it relates to facilities. The district will have to build new schools and in the short term has been considering year-round schools to accommodate growth. The authorization of the Uintah CREST Academy charter school as a middle and high school educational provider will assist in the growth pressure the district is currently facing while providing parents with another choice for their children’s Educational needs in particularly those children who need a more individualized

academic experience.



Section #3: Program of Instruction

CREST PROGRAM CURRICULUM

- ❖ **C=Career**
- ❖ **R=Readiness**
- ❖ **E=Employability**
- ❖ **S=Skills**
- ❖ **T=Transition**

CREST Program Overview & Rationale

CREST is designed to give students an opportunity to discover and hone in their skills and passions at an early age. It also encourages the exploration into various industries and areas of study. This provides our students with the opportunity to pursue areas that are of interest to them. Students enrolled in the program will receive one on one mentoring with assigned Site Facilitator (SF) to develop a definitive pathway that assists in placing post-secondary students in a trade/vocation school, the work force, military, or a college. Each student following graduation from our School will exit with clear options that reflect their own interests, efforts and research as a result of successfully completing the CREST program.

The CREST Program will expose our students to the trends of the local job markets. Beginning with a program specific mandatory internship that begins in the ninth grade. In addition to spending days in the classrooms, students will be in their area field of interest to experience day to day operations of a particular job. Vernal's economy thrives on blue-collar jobs, particularly in the natural gas and shale exploration industry. The CREST Program assists students to a greater comprehension of the educational experience-collaborated with their personal strengths, passions, and goals.

CREST Objectives

- ❖ Increase the quality of life by placing students in a post-secondary field (military, work force, college, or trade school) through proper guidance, coursework, and Individualized CREST Plans (ICP).
- ❖ Each student is assigned a Site Facilitator (SF) who will guide and mentor the student through the program using their ICP.
- ❖ Provide opportunities for students to learn the local/area job markets; and for local businesses to mentor them in the work place.
- ❖ Each student will create a Student Portfolio (SP), which is an ongoing piece which includes academic and work-related pieces under the guidance of their Site Facilitator (SF).

- ❖ Prepare an educational experience beyond what a classroom environment can provide that builds confidence and self-worth upon leaving high school.

CREST Components:

- I. Individualized Crest Plans (ICP)
- II. Site Facilitator (SF)
- III. Student Portfolio (SP)
- IV. CREST Review Panel (CRP)

CREST Requirements:

- ICP - Mandatory screening within the first two weeks that outlines student interest field, learning abilities/capabilities, what type of learner the student is, and any post-secondary plans;
- SF-students will receive one on one mentoring with assigned Site Facilitator (SF) to develop a definitive pathway that assists in placing post-secondary students in a trade/vocation school, the work force, military, or a college. The SF will help the student meet the goals of their ICP
- SP- under the direction of their assigned Site Facilitator students create a Student Portfolio (SP) that consists of a student' best academic pieces, reference letters, resume, cover letter, and supporting documents
- Internship with neighboring businesses within avenue of student interest field
- Final presentation of SP to the CREST Review Panel (CRP) during their senior year—the CRP will consist of Site Facilitator, teachers, parents, administrators
- Passing grade from the CREST program upon completion as determined by Site Facilitator

. CREST Vocational Areas

- ❖ Work force: computer literacy, MS Office application proficiency, technical skills, job market trends, comprehension of retirement plans, medical and dental benefits, disability benefits, life insurance, job advancement opportunities, management and leadership skills.
- ❖ Military: National Guard, Army, Navy, Air Force, Marines, U.S. Job Corp, invite Recruiters to CREST job fairs, invite military personnel to speak on campus.
- ❖ Career or Trade-College vs. Vocational School: determining a career, researching college Vocational School options, financing a college education, FAFSA, standardized test preparation, scholarly writing skills and proficiencies.
- ❖ Life Skills – “How To”-
 - Financial literacy: balance a checkbook, write a check, open a checking/savings account, apply for loans and scholarships, start a credit line, buy/rent a car, buy/rent a house

- Transportation: take public transportation, change a flat tire, get a driver's license, book a flight
- Insurance: car, life, health, homeowners
- Political: determine what political party best fits the student

CREST Student Outline

Grades 6 – 8:

1. Students are assigned a Site Facilitator (SF) and TOGETHER create an Individual CREST Plan (ICP).
2. Students start to investigate their own learning abilities, strengths, and weaknesses
3. Using ICP, teachers will have a better grasp on student interest/passions and provide feedback to Site Facilitator.
4. Students will take part in one job shadowing opportunity each school year (on professional development days) in potential interest fields.

Grades 9 – 10

1. Students begin researching possible career opportunities in local job markets.
2. Students are introduced to what a Student Portfolio (SP) looks like, how to create one, and the benefits that come with it
3. Students begin creating their Student Portfolio (SP) under the guidance of their SF
4. During this time, students will take part in two job shadowing opportunities a school year (on professional development days) in potential interest fields.
5. Students will use experiences to determine a proper post-secondary route: military, trade school, work force, 2 or 4 year college.

Grade 11

1. Students will refine ICPs using educational experiences in previous years.
2. Students continue to create and shape their SPs based on their academic/career experiences
3. Students will begin applying/preparing for post-secondary routes.
4. Students take part in two job shadowing opportunities,
5. College-bound students will begin their application processes to complete during grade 12.
6. College-bound students will prepare/take SAT and or ACT
7. Students will attend a CREST Review Panel (CRP) orientation, so they will be prepared to present their findings/successes to the CRP their senior year

Grade 12

1. Students start the year with a status review with Site Facilitator.
2. Students will attend a mock-interview workshop sponsored by Site Facilitator
3. CREST program will sponsor an on-campus job fair, with focus on local/regional companies, military recruiters, technical colleges, 2 and 4 year colleges
4. Within each route, students will apply and be accepted to perspective programs/jobs.
5. Students will successfully present ICP and Student Portfolio to CREST Review Panel using education and work experiences
6. Exit interview with Site Facilitator and completion certificate awarded
7. Upon graduation, students will be enrolled in the local school's Alumni Network.
8. Any student who completes the program and is not placed after graduation will be assigned to the CREST Review Panel-where they will be assigned a mentor who will work with them

5th Year

If a student does not successfully and confidently complete the program, students can return for a fifth year and repeat the grade 12 expectancies.

Students will participate in regularly scheduled state of Utah core and elective courses, and participate in the CREST program in the latter parts of the school day. Courses are specifically designed to meet the needs of local businesses and employers, as well as college expectancies

Section #4: Performance Measures

In order to meet the USOE core mission of ensuring students being well prepared for their future through high quality instruction in every classroom, college and career aspiring students, high performance standards, and accompanying assessments to enable parents, students and teachers to provide adequate support-Uintah CREST Academy has answered the call through the strength of its academic program.

Strengths of academic program:

The academic program at Uintah CREST Academy will be diverse providing multiple opportunities for students. Uintah CREST Academy offers a minimum of college Advanced preparatory classes such as Biology for all students, and Algebra I as a minimum level of math. However it will offer college articulated and approved college coursework in the standards class schedule. Academic decathlon, Student body leadership, higher level classes and Apprenticeships for Career and vocational-based learning is focused for a broad base of students as our investments. To meet these goals Uintah CREST Academy will consistently utilize the essential resources of Community Members, Educators & Parents.

Uintah CREST Academy is committed to excellence and maintaining appropriate professional development in order to best meet the needs of their students. The opportunity for collaboration on monthly early release days provides a dedicated and highly qualified staff the opportunity to plan and find ways to assist students in order to best facilitate effective teaching standards and indicators found through USOE.

It is noted from Forsyth and Furlong 2003, students from socioeconomically disadvantaged backgrounds were more likely to prematurely reduce their level of participation within higher education and or follow more complicated paths of deferred enrollment, gap years, and restarting.

Uintah CREST Academy closes the connection gap of secondary to post-secondary education and career fields of employment. This essential standard of approach incorporates CREST education tactics through college articulated courses, apprenticeships and student involvement through Individualized CREST Plans (ICP).

Uintah CREST Academy incorporation of Accelerated Reading in Language Arts classes and throughout the academic classes Reading / Planning via cross curriculum and CORE group tutoring with Sheltered Instruction will be provided to incorporate achievement gaps in Individual Student Goals. In addition, extended learning opportunities such as summer apprenticeships, tutoring and Differentiated Instruction with extended learning activities for students reading at above grade level.

With the understanding that goal setting and implementation is a team sport as noted by the United States Department of Education. Department level meetings or Professional Learning Communities (PLC) will surround CORE group and ISG data analysis to support and determine USOE best practices to meet student academic achievement in reading, mathematics and Science as supported through educational and CREST protocols of student involvement.

Disadvantaged Students/Smart Goal

To increase the percentage of Economically Disadvantaged students achieving on grade level at the end of the school year, as measured by the “Stretch” Lexile Band on any evaluation utilizing the Lexile framework.

INDIVIDUAL PERFORMANCE LEVELS, STARTING GROWTH BAND TO ACCUMULATE AT OR ABOVE PROPER GRADE LEVEL WITHIN 2 YEARS AT UINTAH CREST ACADEMY.

Grade Band 6-8 925L-1185L

Grade Band 9-10 1050L-1335L

Grade Band 11-12 1185L-1383L

Indicator – Up holding mission and purpose		
Measure	Metric	Board Goal
A minimum of 90% of students will have an Independent Reading Level within two years of grade level. As measured by Lexile growth of 100 on a yearly basis until grade level is met and surpassed. R277-530 R277-531	In order to address each Curriculum Framework standard and properly frame each unit and daily lesson plan, Uintah CREST Academy will utilize common syllabi and the ELA departmental unit template when designing a unit plan. Metrics will be measured at least once per quarter during each calendar school year.	At the conclusion of the yearly data analysis, 90% or more of the students will demonstrate proficiency in all writing standards as assessed through the departmental narrative, informative, and argumentative writing rubrics. The students will reach expected reading growth as measured by dual Lexile levels on the fall and spring SRI assessment.
90% of students will be on or above grade level by the end of the school year. As measured by FASTT Math the average	Uintah CREST Academy will use data gathered from the FASTT Math Assessment as well as pre- and post-	Uintah CREST Academy will assess High school grade-level student learning using the FASTT Math Assessment 4

<p>student performance improves by 50% on a yearly basis until grade level is met and surpassed.</p> <p>R277-530 R277-531</p>	<p>assessments to inform math instruction and curriculum decisions to differentiate instruction during the school year. In order to build mathematics literacy, Uintah CREST Academy will work to identify and teach mathematical vocabulary, symbols, and key terms using specific techniques and additional resources.</p>	<p>times during the school year and monitor student progress to incorporate 90% on or above grade level assessment.</p>
<p>Improve average student performance by 90% on district-created <u>STE common assessments</u> between the pre-assessment and post-assessment of each common assessment administered.</p> <p>R277-530 R277-531</p>	<p>In order to build mastery of science content, Uintah CREST Academy will work to consistently identify and teach <u>symbols</u>, <u>key terms</u>, and other <u>domain specific words and phrases</u>, using specific techniques and additional resources. In order to integrate science instruction more thoroughly into the requirements outlined by Utah Core Standards</p>	<p>Uintah CREST Academy will incorporate <u>formative assessment probes</u> into unit assessments so that by the end of the school year, 90% or more of students will demonstrate proficiency on essay-type questions on benchmarks suggested by the district. In direct correlation to USOE.</p>
<p>All</p>		<p>Uintah CREST Academy will establish and maintain programs that motivate, promote academic excellence, personal/social growth, and encourage post-secondary and career exploration.</p>

If the school intends to serve a large proportion of educationally disadvantaged students, identify any proposed additional measures. Add rows as needed.

Indicator – Academic performance and student engagement(additional measures)		
Measure	Metric	Board Goal
ELL students will advance at least one performance level per the State standards each academic year.	80% of EL students will advance at least one performance level per the State measures each academic year.	State Score Reports; EL Reclassification documentation maintained by School ELL Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards.
100% of core teachers will hold a valid UT Teaching Credential with appropriate English learner authorization as defined by the State BOE on Teaching Credentialing, and will be appropriately assigned.	100% of core teachers will hold a valid UT Teaching Credential with appropriate English learner authorization as defined by the State BOE on Teaching Credentialing, and will be appropriately assigned.	Initial and annual verification of core teacher credential as reported by the State; Annual publication of School Accountability Report Card.
100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development.	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
100% of EL students will gain academic content knowledge through the implementation of the CCSS.	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.	EL student performance on the statewide assessments; ILP folder; teacher assessments; annual report cards.
Maintain parent representation on the Charter School Governing Board.	Annually, the Governing Board will have, at minimum, two parent members.	Governing Board meeting agendas and minutes identify Parent Members.
Students will not have more than three absences in any school year.	90% of enrolled students will have fewer than three absences during any one school year.	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school

		attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.
Students, parents and teachers will feel a sense of community on campus, and within their classroom community.	Annually, at least 95% of students and families will be retained. Enrollment waiting list will be comprised of at least 200 students and families wishing to enroll in the school.	<p>Responsive Classroom assessments and evaluation documents will demonstrate students' sense of connectedness.</p> <p>Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community.</p> <p>Attendance and participation by students in campus events will evidence their sense of belonging and engagement.</p> <p>Annual reenrollment documentation and class lists will reflect a return rate of at least 95%</p> <p>Enrollment waitlists will have at least 200 students and families interested in enrolling in the school.</p>
Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our CCSS and STEM academic and educational program as outlined in the school's Charter.	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all CCSS & STEM curriculum at Charter School.	Student, teacher, course, and grade level schedules.

Section #5: Governance

Founding Board

Name	Current Employer	Relevant Professional Experience	Areas of Expertise
Nephi Aiono	Benchmark Charter Management	Finance, Economics, Banking	Finance, Facilities, Operations, Marketing
Darren Beck	Rockwell Charter School	Education, Administration	Administration, Finance, Curriculum, Athletics
Harold Roney	South Kern Unified School District	Education, Administration	Administration, Finance, Curriculum, Facilities
Mahina Gago	Quest Academy Charter School	Education, Administration	Administration, Curriculum, Athletics, Finance
Marvin Aiono	Benchmark Charter Management	Sales, Management, Operations	Marketing, Operations, Organization
Jericho Toilolo	Solstice Energy	Sales, Management, Operations	Marketing, Operations, Organization, Athletics

The Startup or Founding Board of Uintah CREST Academy is detailed above. It is comprised of seasoned and successful educators, administrators and business professionals. Background information of each Board member is included in the proposal in Appendix A. There exist within our Board vast and extensive experience in governance, charter school development & implementation, effective and responsible management of public funds, with the sustaining and compliance of legal obligations and the relevant and inherent responsibilities in operating a public charter school, and in the compliance of the State's Open and Public Meeting Act. This in itself we believe ensures that Uintah CREST Academy has a high likelihood of succeeding in its implementation and its eventually opening and life as a public school in Vernal Utah. It is anticipated prior to the academic year commencing of the year we are authorized to begin operation that gradually Founding Board members will exit their respective positions and committed citizens and parents alike from the community will succeed them as governing board members. This will allow for an evolution on the board that is a representation of the community itself, will ensure a sense of ownership and pride that will further inspire and invoke positive change, achievement, prosperity, advancement in families and their community alike.

Mr. Beck is the current Executive Director of the Rockwell Academy, has been heavily involved with many charter schools in the State in various capacities, and is a reputable educator and charter school advocate at the national level.

Mr. Roney has many ties to Utah and he is a seasoned educator and administrator and currently serves as a high school principal and associate superintendent in the South Kern Unified School District in Central California. His high school has been recognized as one of the best in California. Mr. Roney is a leading authority of STEAM curriculum, Science Technology, Engineering, Arts and Math, and tours the country on the educational conference circuit sharing best practices and pushing forward the benefits and objectives of STEAM. Mr. Roney was recently involved in the authorization of five dependent charter schools in the South Kern Unified School District.

Mr. Aiono is a seasoned public finance investment banker and has an in-depth comprehension of public school finance having worked on the advisory and underwriting of municipal bond issues for clients including NEBO, Granite, Salt Lake, Morgan, Grand, and Denver Public School District. Mr. Aiono has also been involved with the underwriting of municipal bond issues and

advisory with private lenders nationally for charter schools financing the acquisition of facilities. These includes charter schools here in Utah including the Enthos Academy, Maser Prep, DaVinci Academy of Science and Arts, Pacific Heritage Academy and the Mana Academy. Mr. Aiono also served on the Founding Board as President and Treasurer of the Pacific Heritage Academy and was involved in the implementation of the Mana Academy.

Ms. Gago a young, bright, talented and up and coming administrator and Ph.D. candidate has served as a high school administrator for Quest Academy in Las Vegas the past two academic years . She is the founder and author of our CREST curriculum and program and this is a main subject matter of her dissertation. She is a passionate and energetic educator and has an immediate and natural rapport with students and is an asset to our School.

Mr. Aiono and Mr. Toilolo are successful and respected businessmen. They are products of immigrant parents. First generation Americans, high school graduates, U.S. military veterans, college graduates. They bring a broad perspective to our Board and understand the plight of the families and students we are targeting having “walked in their shoes” knowing of the challenges and unique dynamics they face daily.

Appendix A: Background Information

APPENDIX A

BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Nephi B. Aiono

Role with school Board President

Expertise Finance, Facilities, Economics, Organization

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I've served in this capacity for other non-profit community organizations including charter schools. I am a career investment banker and I bring expertise in finance, facilities, economics and organization. I am fully committed to this pursuit and commit to working with our Team and the Board in seeking authorization.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I've served as executive leadership position in non-profits. I've also served as Board President and Treasurer for the Pacific Heritage Academy in Salt Lake City. President of the Highland Youth Football Ute Conference. My qualifications and experience are in finance and facilities. I am a career public finance investment banker and been involved in many facility financings and municipal bond issues involving charter schools and school districts alike.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

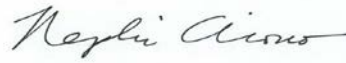
Securities Trader-Fidelity Investments | Public Finance Investment banker-Wells Fargo Securities, Wachovia Securities, Zions Bank Capital Markets, Bank of America Merrill Lynch. My expertise is in finance, budgets, facility financing, economics, markets and organization.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school. A.S. Mathematics BYU, B.S. Economics

University of Utah, MBA Gore School of Business Westminster College.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR **UINTAH CREST ACADEMY** CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in black ink, reading "Nayli Aisno", is centered on a light blue rectangular background.

Applicant's Signature

APPENDIX A

BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Harold C. Roney

Role with school Founding Board Member

Expertise Education, Educational Administration, Professional Educational Presenter

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

Excluding working years as a teacher, I have 10+ years as a school administrator, college adjunct professor for two post-secondary colleges in emphasis on training prospective teachers, with additional notations of being the college evaluator for prospective teachers. I can attest to being a school administrator over multiple state award winning programs, WASC evaluator, dual enrollment facilitator, Reading liaison, Freshman focus counselor, GATE ad hoc committee, and multiple grant recipient awardee. I can attest with commitment to bring personal training of the following to our successful request to begin UINTAH Crest Academy; STEM, AVID, PLTW, RtI, SRA Corrective reading, ELL, WASC, Real Game Facilitator, ACSA-transitional leadership, Curriculum mapping, Difficult Learners, ASEP, Master scheduling,

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

As noted under current Directional lead to growing 5 sites of govern ship I personally have traveled and been a guest speaker to CERA-California Education Research Association (San Diego, CA), STEAM Science, Technology, Engineering, Arts and Mathematics for University of Hawaii, LDA-Learning Disabilities Association conference in Chicago, Illinois, ED-Educating for Careers, Sacramento, CA, JSPAC-California Perkins Joint Special Populations Advisory, Sacramento ,CA.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Currently employed as a Director of Secondary Schools/ Principal over 3 sites with 2 charters beginning 2015 under immediate direction. State Recognized award with 2 California Gold Ribbon Awards and 1 Gold Bell Award for Best practices for all around programs, Career technical education and linked educational programs. Transitioned a school to become its first ranking as California distinguished school in its 50 years of history, and 1 of only 4 high school schools to receive such honors. Recognized as teacher of the year with State, and House of Representatives acknowledgments of said awards. During API ranking brought school in first year of site position to an 87 point jump.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

CLAD Certificate 2006 CSULB

Masters of Arts in Special Education Mild/Moderate-(Intervention Specialist), CSUDH May 2005

Bachelor of Science in Business Administration, UOP April 1998

Associates Degree Liberal Studies-LBCC 1995

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

APPENDIX A
BACKGROUND INFORMATION SHEET

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Name Darren Beck

Role with school Founding Board Member

Expertise Charter Schools

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

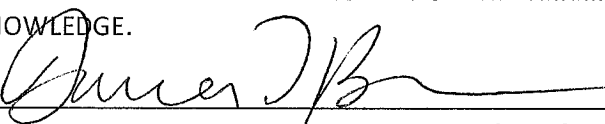
Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

APPENDIX A

BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Y. Mahina Gago

Role with school: Board member

Expertise: Curriculum, administration, finance, athletics

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

My educational philosophy has always been extending the opportunity for knowledge through growth and experience. The last three years of my professional life have been dedicated to the charter movement, pedagogy, curriculum, and educational administration. My educational background and experience are a hint of my capabilities and abilities to play an instrumental role in these charter schools. I am dedicated and committed to the mission, goals, and vision that each campus has prioritized. I believe in these campuses, this charter, and the educational opportunities they will be able to provide to every student, their families, and local economies.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

In 2011, I started Polywide Sports, a 501c3 that focused on assisting Polynesian student-athletes with the college admissions and athletic correspondence process. Within PWS, I helped place a couple hundred student-athletes in colleges across the United States and assisted parents in the financial aid, application, and scholarship areas. In 2012, I played a pivotal role in opening the high school doors for Quest Preparatory Academy, a public state-sponsored charter school in Las Vegas, Nevada. I started as the academic adviser and athletics liaison, later promoted to dean of students, assistant principal, and finally, site administrator. In all duties to my role within the organization, I oversaw all students and staff within the high school. In my most recent year as the site administrator, I helped to open the first time middle/high school combination school for Quest. I oversaw a staff of 42 and a student population of 550 students.

I am very familiar with charter school operations and have spent the last three years of my professional life dedicated to the field. I have worked to refine policies that make the educational setting more conducive for all stakeholders. My knowledge and expertise are within the administrative, curriculum, finance, and athletic sectors of operation management.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Currently I am the Site Administrator-Quest Preparatory Academy, Oversee all operations for middles and high school. I ensure the safety of 36 full time teaches and 488 students. I also serve as the Interim Academic Adviser, Interim Athletic Director for Quest Prep. I am involved in all facets of the school, to include fundraising, hiring, liaison for athletic activities, working with parents to ensure their kids graduate.

Here are additional roles that I have served in at Quest Prep Academy:

CCSD PAYBAC Volunteer Speaker
Vice Principal
Dean of Students

Each of these roles has helped me gain the experience and knowledge of how to run a successful charter school. I have also experienced many trials and tribulations in these roles and it has helped me to be the Site Administrator that I am today.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Creighton University; Omaha, NE **December 2015**
Interdisciplinary Ed. D. Program in Leadership
Dissertation: *Developing Career Readiness and Employability Skills Transitions (CREST) Program for Public Charter High Schools*

Dakota Wesleyan University; Mitchell, SD **December 2011**
Masters of Arts; Educational Policy and Administration

Brigham Young University – Hawaii; Laie, HI **April 2010**
Bachelors of Science – Exercise & Sports Science/Business Management

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR [UINTAH CREST Academy](#) CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

APPENDIX A

BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Marvin Aiono

Role with school Founding Board Member

Expertise Marketing, Operation, Finance

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As a parent of 9 children, of which 7 have attended charter schools, I bring a sound understanding from a parent's perspective as to how a charter school can best serve the community. That coupled with a strong sales, operations, marketing and business acumen, and tireless work ethic, I bring to the founding board, a seasoned and dedicated individual who will help get the school up and running and compliant with the state of Utah.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have served as a Treasurer for the Polynesian Cultural Association, (PCA) in Houston TX, and most recently as an advisor to the Society of Associated Living (SAL) in Las Vegas. As the Treasurer, I oversaw all the budgets, and maintained immaculate records, along with all other admin duties as required by the by laws. As an advisor, I helped with fund-raising projects, and helped get SAL off the ground as a newly minted 501c3. Responsibilities also included, creating web page content, seeking funding, and representing the company at local events. My vast experience has given me a financial and operational insight as to how public charities operate, and the challenges that they face.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I am a veteran, having proudly served in the USMC for 4 years and served a 2 year volunteer mission for my church. My expertise and experience has been in sales, operations, and extensive budget responsibility. Having served as a Regional Dir of Sales & Operations, and retail manager who oversaw 250+ employees, it has helped build my business acumen to a point where I will leverage this experience to work with the state of Utah, contractors and vendors that will be hired on to provide services for the school. I have served as a Business Unit Manager/Project Manager with various companies and have experience meeting deadlines and budgets.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school. University of Houston, BS, 1997. My focus was on a communications minor, with a major in Social Sciences. After graduation I attended law school, but ended up withdrawing after my first year, following the death of my father. Through my various employers I have been selected to attend leadership, marketing, operations, courses, in addition to completing the strength finders self assessment.

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Marvin L Aiono

Applicant's Signature

APPENDIX A

BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Jericho Toilolo

Role with school Founding Board Member

Expertise Marketing, Operation, Sales

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I bring a lot of sales and marketing experience to our founding board. I have been blessed to have worked for charities, specifically helping youth who were looking to go to the next level in collegiate sports. Working with kids has turned into a passion for me that brings me great reward as I help them realize their dreams, and sometimes reality, that not everyone is cut out for collegiate athletics. My work ethic and knowledge will be a great asset to our founding board.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have served, and continue to serve in many roles supporting Not-for-Profit companies here in San Diego. Most recently as an advisor to Polynesian high school students, serving as a mentor, for academics and athletics. I have seen the many young kids benefit from our community work, and help them decide on a career path that will serve them well for many years. My brother has a not for profit, sport ministry for high school children and I have helped him grow the organizations and serve as a consultant.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have an extensive sales and marketing background. Having worked for large corporations and running my own business, has helped me gain a greater knowledge for working in tough situations, and has helped my problem solving skills. My experience will help our board solve any complex problems and work with the many organizations that we will encounter.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I'm proud to be a University of Rice graduate, with a degree in Bachelors of Science, with a focus on business. I attended school on a full football scholarship, and was grateful for the experience, and the life-long friends that I continue to network with.

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

JERICO TOILOLO

Applicant's Signature

Appendix B: Scoring Rubric

APPENDIX B SCORING CRITERIA

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
A response that meets standard will: SECTION 1: SCHOOL PURPOSE						
Identify the purpose(s) of the charter school as outlined in 53A-1a-503.	X					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	X					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	X					
Describe the school's educational foundation and the culture or ethos	X					
Describe the anticipated population of the school, including grades served and requested enrollments	X					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	X					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9	X					
A response that meets standard will: SECTION 2: MARKET ANALYSIS						
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	X					
Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location	X					
Describe data that points to trends/shifts within target location specific to school selection	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Provide the characteristics of the proposed charter school that sets it apart from others in target location	X					
demonstrate how its proposed locations meet the definition of "high growth area," if applying under 53a-1A-502.5	X					
A response that meets standard will: SECTION 3: PROGRAM OF INSTRUCTION						
Align with the school's mission, vision, and overall educational priorities	X					
If replicating an existing school design:						
Provide sufficient evidence the replicated design has been effective and successful in raising student achievement						
Identify specific successful practices						
Commit to a high level of fidelity to the successful model and minimize "tinkering" with the model until achieving acceptable results						
Describe the applicant's capacity to replicate an existing school design						
If using developed curricula:						
Identify the school's philosophical approach to educating students	X					
Ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes	X					
Show the selected curricula is consistent with the school's mission, vision, and educational program design	X					
If creating own curricula:						
Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards						

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Describe the framework for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development						
If focusing on career education:						
Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	X					
If focusing on career education:						
Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	X					
Identify major methods of instructional delivery and post-secondary and business partners	X					
Include a convincing plan for transitioning students to work, further training, or higher education	X					
If offering a distance and/or online education program will include:						
A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means						
The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with students to provide assistance						
The methods to be used to ensure authenticity of student work and adequate proctoring of assessments						
The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents						

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If focusing on gifted education:						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades						
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context						
If offering early college:						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program						
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role						
A response that meets standard will: SECTION 4: PERFORMANCE MEASURES						
Align with the school's mission and educational program	X					
Define measures, metrics, and targets that are SMART	^					
Set high standards for student learning	X					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	^					
Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards	✓					
Ensure that the school will be held to the same performance standards as other public schools	✓					
Specify the time frame in which students will be expected to meet the performance standards	✓					
Show compliance with all federal accountability standards	✓					
A response that meets standard will:						
SECTION 5: GOVERNANCE						
Demonstrate the board has the capacity to found and sustain a quality school	✓					
Include background information sheet for each named board member	✓					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	✓					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	✓					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	✓					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations	✓					
Illustrate the governing board's capacity to represent the community well	✓					